## **English 1302: Rhetoric and Composition II**

Spring 2018

|  |  |
| --- | --- |
| **Course:** 1302-40  **Meeting Days:** Tuesday/Thursday  **Meeting Times:** 9:30-10:50AM  **Location:** Trimble Hall 01 | **Instructor:** Mr. Sean Farrell  **Office:** Carlisle Hall 417  **Office Hours:** MWF 10-11  **Email:** [sean.farrell2@uta.edu](mailto:sean.farrell2@uta.edu)  **Profile:** <https://www.uta.edu/profiles/sean-farrell>  **Office Phone #:** 817-272-2692 |

**ENGL 1301 RHETORIC AND COMPOSITION II:** **This course satisfies the University of Texas at Arlington core curriculum requirement in communication.** This course will require students to read rhetorically and analyze scholarly texts on a variety of subjects. The course emphasizes writing to specific audiences and understanding how information is context dependent and audience specific. Students must engage with a variety of ideas and learn how to synthesize those in college level essays.

*Core Objectives*

***Critical Thinking Skills:*** *To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*

***Communication Skills:*** *To include effective development and expression of ideas through written, oral, and visual communication.*

***Teamwork:*** *To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.*

***Personal Responsibility:*** *To include the ability to connect choices, actions and consequences to ethical decision-making.*

*ENGL 1301 Expected Learning Outcomes*

**ENGL 1302 Expected Learning Outcomes**

In ENGL 1302, students build on the knowledge and information that they learned in ENGL 1301. By the end of ENGL 1302, students should be able to:

* *Identify* and *analyze* the components and complexities of a rhetorical situation; *Use* knowledge of audience, exigence, constraints, genre, tone, diction, syntax, and structure to produce situation-appropriate argumentative texts, including texts that move beyond formulaic structures; *Know* and *use* special terminology for analyzing and producing arguments; and *Practice* and *analyze* informal logic as used in argumentative texts [Rhetorical Knowledge]
* *Understand* the interactions among critical thinking, critical reading, and writing; *Integrate* personal experiences, values, and beliefs into larger social conversations and contexts; *Find, evaluate,* and *analyze* primary and secondary sources for appropriateness, timeliness, and validity; *Produce* situation-appropriate argumentative texts that synthesize sources with their own ideas and advance the conversation on an important issue; and *Provide* valid, reliable, and appropriate support for claims, and analyze evidentiary support in others’ texts [Critical Thinking, Reading, and Writing]
* *Practice* flexible strategies for generating, revising, and editing complex argumentative texts; *Engage* in all stages of advanced, independent library research; *Practice* writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions; and *Use* the collaborative and social aspects of writing to critique their own and others’ arguments [Processes]
* *Apply* and develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics, and be aware of the field-specific nature of these conventions; *Summarize, paraphrase,* and *quote* from sources using appropriate documentation style; *Revise* for style and edit for features such as syntax, grammar, punctuation, and spelling; *Employ* technologies to format texts according to appropriate stylistic conventions [Conventions]

*Required Texts*

**YOU MUST HAVE THE FOLLOWING EDITIONS**

###### Graff and Birkenstein, *They Say/I Say* 3rd edition ISBN:0393935841

* *Everything’s an Argument* (2016 UTA Custom Edition) ISBN: 9781319148942

*Grading*

Final grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students’ educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

Your final grade for this course will consist of the following. See below for a description of each:

Issue Proposal 15%

Annotated Bibliography 10%

Mapping the Issue 20%

Researched Position Paper 30%

Final Presentation 5%

Writing Portfolio 15%

Active Learning 5%

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89%, C=69.5-79%, F=69.4%-and below; Z=see the Z grade policy above.

*Description of Assignments*

**Major Essay Assignments**

**Issue Proposal (Due ???):** This semester you’ll be conducting research on an issue that you select. For this paper, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a plan for your research.

**Annotated Bibliography (Due ???):** For this assignment you will create a list of at least 10 relevant and appropriately chosen sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.

**Mapping the Issue (Due ???):** For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions on the issue—all from a completely neutral point of view.

**Researched Position Paper (Due ???):** For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

**Final Presentation (Due ???):** Every student will be required to complete a visual presentation on the work they have done for the Reasearched Position Paper.

**All major essay projects must be completed to pass the course.** If you fail to complete an essay project, you will fail the course, regardless of your average.

**Portfolio**

In English 1302, you will work on the same topic for the entirety of the semester—from the Issue Proposal, in which you will propose the topic; to the Annotated Bibliography, in which you will collect and summarize 10 outside sources related to the topic; to the Mapping the Issue, in which you will “map out” at least three different positions/perspectives on your topic; and the Researched Position Paper, in which you make a sustained and well-supported argument about your topic. Because of this, it will be useful to collect and reflect on your progress at various points over the course of the entire semester. To facilitate this, you will complete a 1302 Course Portfolio.

The Course Portfolio will be a “summary” of your work in this class. As such, it will include not only your essay drafts and peer/instructor responses to those drafts, it will also include in-class brainstorming, homework assignments, and anything else you find representative of your work this semester. It will also include a cover page, in which you will reflect on the writing process and your progress as a writer.

You will turn in three “drafts” of your portfolio—one with each Major Essay Assignment (except for the Annotated Bibliography). Specific instructions for these will be given at a later date. Only the final Portfolio will be given a grade, but you will lose 25 points per missing portfolio (and of course, you will receive a 0 if you fail to turn in the final Portfolio). This assignment counts for 15% of your overall grade in the class, so take it seriously!

**Active Learning**

This grade will reflect your active participation in in-class activities, which is absolutely vital to your development as a writer. crucial. Active learning grades will include:

**In-Class Activities:** We will do a variety of in-class activities in order to reinforce your knowledge of the course content. These may include short games, group work, writing assignments, and reading quizzes. In-class activities will not be announced in advance. With the exception of quizzes, most in-class activities will be a completion grade. In-class activities will be graded by collecting the work you have done at the end of class. The names of all participants must be written on the sheet I collect; **only names that are written down will receive a grade**.

**Peer Reviews**: For each Major Essay Assignment, you will complete one Peer Review Worksheet in class. Peer Reviews must be completed and turned in at the appropriate time. Late peer reviews will not be accepted.

**Homework**: You may be asked to complete a variety of homework assignments. You should type and print homework assignments, and bring them to class on the day they are due. Late or handwritten homework will not be accepted unless otherwise specified.

**Participation**

You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in ENGL 1301. Students are expected to attend class regularly and to arrive on time. **Excused absences include official university activities, military service, and/or religious holidays**. Students must inform the instructor in writing **at least one week in advance** of an excused absence. I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.

*Course Content*

**Turning in Assignments**

**In-Class:** Hard copies must be typed, printed, and brought to class on the day they are due. Always check the Course Schedule before coming to class to ensure that you have done all necessary homework.

**On Blackboard**: Online submissions must be completed by the beginning of class on the day they are due. If you have questions or issues submitting online materials, contact me *in advance of* the deadline to submit.

**Late Work**

No late drafts or homework are accepted. An exception to this policy may be made for official, University-excused absenses (see Class Participation policy above), but you must discuss this with me in advance of any absence in order to receive consideration. These rules will apply starting from the first day of the course.

You may turn UP TO THREE late assignments in with the associated Portfolio for full credit. You MUST note in the portfolio (perhaps with a sticky note) that you are submitting a late assignment for credit in order to receive the credit. Again, you may only do this with THREE assignments over the course of the semester (NOT three per portfolio). Because I am offering this opportunity, I will take my late work policy very seriously: either you have the work on the date it’s due, or you need to turn it in with your Portfolio.

You will receive a 10 point deduction for each day a Major Essay Assignment is late. For example, if an essay is due on Friday, if you turn it in on Saturday you will receive a 10-point deduction; on Sunday, a 20-point deduction; etc. Late essays will not be accepted after one week.

BlackBoard issues will NOT be an excuse for turning in work late. I therefore **highly recommend** that you attempt to turn in final drafts at LEAST twelve hours ahead of the deadline, if not earlier.

**Other Policies**

**Format**: I will **not** accept hand-written or emailed copies of assignments under any circumstances. Online submissions should be saved as .doc or .docx files in order to ensure that I can open them on my University computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, you will receive a zero for the assignment.

**Paper Reuse Policy**: You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

*Miscellaneous Class Policies*

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have elected to take attendance but will not factor daily attendance into the grade. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Tardiness**: Homework assignments are due at the beginning of class. If you are more than 20 minutes late to class, I will not accept your homework. If you are more than 40 minutes late to class, you will not receive credit for any in-class activities completed that day.

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:** Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

First Year English has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year English. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

In attempting to resolve any student grievances regarding grades, it is the student’s obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee’s decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.

The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a pre-major or major, has jurisdiction over the student’s program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.

**Late Enrollment Policy:** Though I realize that sometimes enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up attendance, missed opportunities for participation points, or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**Classroom behavior.** Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1301 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Classroom Visitors:**  Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

**Academic Integrity.** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents’ Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [**www.uta.edu/disability**](http://www.uta.edu/disability)or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [**www.uta.edu/disability**](http://www.uta.edu/disability)**.**

**Counseling and Psychological Services, (CAPS)** [**www.uta.edu/caps/**](http://www.uta.edu/caps/) **or calling 817-272-3671** is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems, and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php)**.**

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\rowntreem\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\IGVYXPA0\jmhood@uta.edu).

**Drop Policy**: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information (<http://wweb.uta.edu/aao/fao/>).

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:** Marquel Anteola. E-mail: [manteola@uta.edu](mailto:manteola@uta.edu). Phone number: 817-272-7426.

**The IDEAS Center** (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the stairs and to the left or right. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. You are also encouraged to subscribe to the MavAlert system, which will send information in case of an emergency to your cell phones or e-mail accounts. You can subscribe at <https://mavalert.uta.edu/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Conferences and Questions:** I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

**Syllabus and Schedule Changes.** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

* Sean E. Farrell

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**ENGL 1301 Course Schedule.** Assignments are due on the day they are listed. Schedule subject to revision

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Syllabus Abbreviations** | | | | |
| *TSIS*: *They Say/I Say* | IP: Issue Proposal | AB: Annotated Bibliography | MI: Mapping the Issue | RPP: Researched Position Paper |
| *EA*: Everything’s an Argument | \* before the name of a reading indicates that it can be found on Blackboard | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wk | Day | Session Topic | Reading Due | Writing Due |
| 1 | 1/16 | Course Introduction; Diagnostic Essay |  |  |
| 1/18 | ENGL1301 Review  The Purpose of Education | *TSIS* Ch. 1  Freire, “The Banking Concept of Education”\* |  |
| 2 | 1/23 | Assignment Overview | *EA* pp. xl-xlvii and Ch. 1 | AW #1 |
| 1/25 | Creating a Research Plan | *TSIS* Ch. 2-3 | AW #2 |
| 3 | 1/30 | Metacommentary  IP Workshop | *TSIS* Ch. 10 |  |
| 2/1 | IP Peer Review |  | IP First Draft |
| 4 | 2/6 | NO CLASS – INDVIDUAL CONFERENCES  Work on your IP | | |
| 2/8 |
| 5 | 2/13 | Doing Research  Meet in Library (Location TBD) |  | **Due:** IP Final Draft  **Turn Final Draft in online AND Bring a hard copy to class**  **Due**: IP Portfolio |
| 2/15 | Locating Claims; Reading for the Conversation | *TSIS* Ch. 14  “Success Academy’s Radical Educational Experiment”, Rebecca Mead\* | AW #3 |
| 6 | 2/20 | Review Rhetorical Appeals | *EA* Ch. 2-4 |  |
| 2/22 | Rhetorical Analysis | *EA* Ch. 6  “The Problem with Muzak,” Liz Pelly\* | AW #4 |
| 7 | 2/27 | Introduction to MI  Concept Mapping | *EA* pp. xlviii-liii | **Due**: AB Final Draft  **Turn Final Draft in online AND Bring a hard copy to class** |
| 3/1 | Warranting Your Claims | *EA* Ch. 7 | AW #5 |
| 8 | 3/6 | Analyzing and Incorporating Sources | *TSIS* Ch. 8 |  |
| 3/8 | MI In-Class Workshop |  |  |
| 9 | 3/13 | **NO CLASS – SPRING BREAK** | | |
| 3/15 |
| 10 | 3/20 | MI Peer Review |  | Due: MI First Draft  Bring TWO Copies |
| 3/22 | MI In-Class Workshop |  |  |
| 11 | 3/27 | Introduction to RPP  Thesis Development | *EA* pp. liv-lix  *TSIS* Ch. 4 | Mapping the Issue Final Draft |
| 3/29 | RPP Thesis Workshop |  | AW #6 |
| 12 | 4/3 | Structure of Argument; Arguments of Fact, Definition, and Cause | *EA* Ch. 7-10 |  |
| 4/5 | Evaluation and Proposal Argument | *EA* Ch. 11-12 | AW #7 |
| 13 | 4/10 | Writing Process  RPP Workshop | *TSIS* Ch. 5 |  |
| 4/12 | RPP Peer Review |  | RPP First Draft |
| 14 | 4/17 | NO CLASS – RPP INDIVIDUAL CONFERENCES  Work on your RPP | | |
| 4/19 |
| 15 | 4/24 | RPP Presentation Preparation |  |  |
| 4/26 | RPP Presentations |  | RPP Presentation due on the day of your presentation |
| 16 | 5/1 |  |
| 5/3 | Last Day of Class |  | DUE: RPP Final Draft and Final Portfolio |

Analytical Writing Assignments:

* AW #1: Choose a current issue that interests you. First write a brief (1/2 page) summary of the issue. Then put in your oar. What do “they” say about the issue? What do you say? Use the templates in the TSIS Introduction to help organize your ideas.
* AW #2: Name another current issue that interests you. Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Where is there common ground on the issue?
* AW #3: Find an outside article on your topic and write an AB entry, following the prompt on pages xlvi-xlvii in *EA*.
* AW #4: Answer the questions on pg. 89-90 (*EA*) “Composing a Rhetorical Analysis” for the articles you found for your AB
* AW #5: Using your AB, respond to the questions on pg. 138 for three articles, representing three different positions.
* AW #6: Develop an RPP claim that is arguable, specific, and original, and bring it to class.
* AW #7: Select 3 of the 5 models of argument that we will discuss (see *EA* Ch. 8-12). Outline a version of your RPP, *with* a claim and clear reasons, based on that model.